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FACULTY HANDBOOKS IN CALIFORNIA PUBLIC JUNIOR COLLEGES.

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FACULTY HANDBOOKS FROM 51 CALIFORNIA JUNIOR COLLEGES TYPICALLY INCLUDED INFORMATION IN 11 DIVISIONS--(1) INTRODUCTION, (2) BACKGROUND, PHILOSOPHY, AND ORGANIZATION OF THE COLLEGE, (3) RESPONSIBILITIES OF THE BOARD AND ADMINISTRATIVE OFFICERS, (4) RESPONSIBILITIES OF STAFF OTHER THAN ADMINISTRATORS, (5) EXTRACLASS DUTIES OF FACULTY, (6) STUDENT PERSONNEL SERVICES, (7) PROCEDURAL INFORMATION FOR FACULTY, (8) PROFESSIONAL INFORMATION FOR FACULTY, (9) GENERAL COLLEGE REGULATIONS, (10) STUDENT BODY INFORMATION, AND (11) MISCELLANEOUS MATERIAL. THE MANUALS WERE MOST SIMILAR IN THEIR PROVISION OF PROCEDURAL AND PROFESSIONAL INFORMATION AND GENERAL REGULATORY MATERIAL. TOPICS MOST FREQUENTLY FOUND WERE INCLUDED IN GENERAL COLLEGE REGULATIONS, WHILE THE LEAST FREQUENT ITEMS WERE IN RESPONSIBILITIES OF STAFF OTHER THAN ADMINISTRATION AND IN STUDENT BODY INFORMATION. DETAILED DESCRIPTIONS ARE PROVIDED FOR ITEMS IN EACH OF THE MAJOR DIVISIONS, AND TABLES SHOW FREQUENCY OF OCCURRENCE OF SPECIFIC TOPICS. (WO)

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# FACULTY HANDBOOKS IN CALIFORNIA PUBLIC JUNIOR COLLEGES

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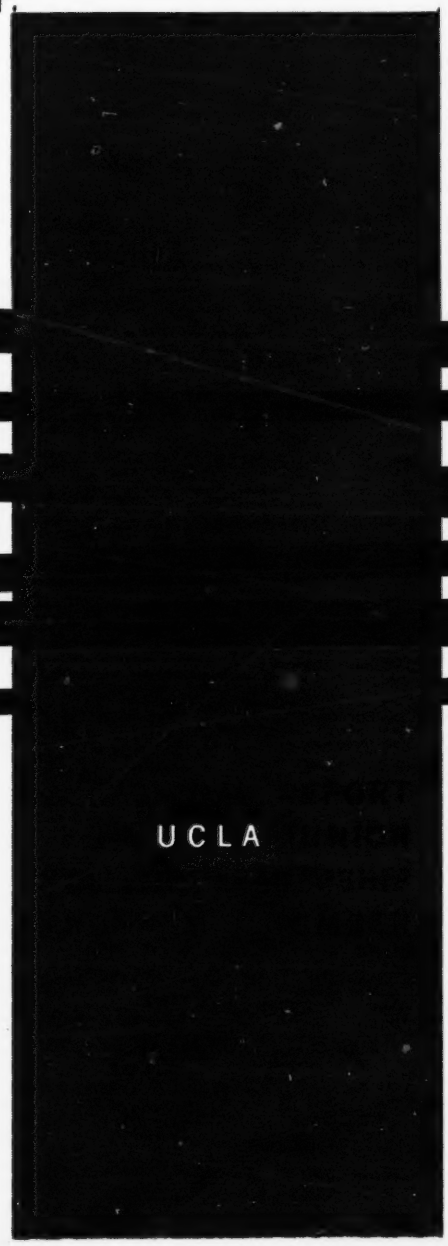

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# FACULTY HANDBOOKS IN CALIFORNIA PUBLIC JUNIOR COLLEGES

by FREDERICK C. KINTZER

Occasional Report Number I April, 1961

JUNIOR COLLEGE LEADERSHIP PROGRAM
SCHOOL OF EDUCATION
UNIVERSITY OF CALIFORNIA, LOS ANGELES

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# FOREWORD

This study of faculty handbooks of fifty-one public junior colleges in California is the first of a series of reports from the Junior College Leadership Program at the University of California, Los Angeles. It is designed for use by junior college administrators and faculty committees responsible for the development of faculty handbooks.

Handbooks analyzed in this study are representative of materials which Dr. Kintzer is collecting and organizing in the Laboratory in Junior College Administration. This Laboratory, which is being developed as a feature of the UCLA Junior College Leadership Program, under a grant from the Kellogg Foundation, contains a wide assortment of administrative publications, reports and documents from California junior colleges, as well as from other sources, including junior colleges in other states, state departments of education and national and state junior college organizations.

The purpose of the Laboratory is to assemble, organize and catalog materials on junior college administration for the use of junior college administrators, graduate students, and representatives of other universities which have junior college leadership programs. From time to time, reports analyzing materials in the Laboratory will be made by Dr. Kintzer and his associates.

April 5, 1961

B. Lamar Johnson, Director
Junior College Leadership Program
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# *Chapter I*
# *Introduction*

The faculty handbook, along with the college catalog or bulletin, has become one of the most comprehensive and, it is to be hoped, useful documents published by junior colleges.

The typical faculty manual provides a variety of material designed primarily for instructors. Included in such a publication may be basic institutional purposes, duties and responsibilities of administrators, procedural and professional information, general regulations drawn from policies established by boards of directors, calendars, schedules of classes, maps and official forms and bulletins.

In any study involving public junior colleges, one would expect to find diversity. Indeed, diversity of program and practice in adapting education to the requirements of particular communities is a basic characteristic of these schools. Yet, along with variation there is much that is similar. Material illustrative of both characteristics is presented in this study.

## A. The Problem and Its Importance.

The number of California junior colleges publishing faculty handbooks is suggestive of the importance of these publications. Yet, little material is available to help a committee revise its current publication or develop a new one. It is with this need in mind that the present survey has been planned.

Thus, the purpose of this study is to present an analysis of fifty-one California public junior college faculty handbooks for certified regular-day faculty.[1] The report is meant to be informative, not evaluative. It is hoped that junior colleges contemplating the initial development or re-editing of a manual for instructors will find it helpful.

Preliminary to the analysis, fifteen references were examined.[2] A review of these is presented as a background for a discussion of the content and format of handbooks in Chapter II.

## B. Review of the Literature.

Comparatively little appears to have been written on the subject of junior college faculty handbooks. All but one of the fifteen references examined are concerned with teachers' manuals in elementary and secondary schools. Only one article, in a rather cursory survey of the literature, was found to be directly concerned with junior college publications.[3]

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[1]Seven of California's sixty-three active public junior colleges reported no handbook was available and five failed to respond.

[2]See bibliography, Appendix C.

[3]John Lombardi, "Bulletins of Information," *Junior College Journal*, 24 (November, 1953), 132-5.

1. *Purpose and Content.* Authors seem to agree that the basic objective of a teachers' handbook is to present institutional policies, regulations and procedures to the teaching staff. Not only should all written policies be included, but also, it is suggested, those not yet written which have become a part of institutional regulations through usage.

One writer points out that a manual may well be used as a guide in the orientation of new teachers, substitute teachers and new administrators. He further observes that this type of publication may "promote uniform procedures in clerical and administrative duties, act as a guide in resolving problems and serve to reduce the number of special notices to teachers.[4]

Another writer recommends presenting both the philosophy and the policies of an institution, and suggests that the handbook may serve as a "uniform reference on school procedures to secure more uniform results in clerical and administrative duties.[5]

In his article on junior college "Bulletins of Information," Lombardi presents the following question as a criterion for evaluating the worth of handbook material: "Of what value is this item to the instructor?" He indicates that this publication is strictly informational, ". . . a summary of policies and procedures governing relations among instructors, between instructors and school boards, between instructors and students."[6] Thus, in the Los Angeles City College handbook, which Lombardi was instrumental in developing, factual statements were used throughout. He further states that no effort was made in the City College publication to discuss a theory of education. This material, along with college philosophy, aims, objectives and purposes, was placed in the college catalog. A brief sketch of the historical background of the college was, however, included in the faculty manual.

Turner proposes that schedules of classes, annual teaching assignments and other materials which are ephemeral in nature should be presented in bulletin form.[7] Supporting this view, Jones recommends the elimination of specific dates and names of persons to avoid the annual revision of many pages of material.[8] However, to others — including a number of California junior college handbook committees — such time and space-saving suggestions are apparently unacceptable. Indeed, ephemeral types of material are frequently included in faculty handbooks.

Turner outlines a simple method for keeping bulletin-type information up to date, as he suggests that amendments in each section of a master handbook be typed on 3" by 5" note cards, and that these be inserted as changes require.

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[4]Robert E. Jones, "The Teacher's Handbook" National Association of Secondary School Principals, *The Bulletin*, 43 (September, 1959), p. 196.

[5]Delbert L. Baker, "The Formation of a Teacher's Handbook," National Association of Secondary School Principals, *The Bulletin*, 42 (September, 1958) p. 124.

[6]Lombardi, *op. cit.*, p 134.

[7]Lawrence E. Turner, "How to Develop a Handbook," *American School Board Journal, 126* (April, 1953), p. 24.

[8]Jones, *op. cit.*, p. 198.

He also mentions that "a system of 'tickler flags' can be devised for the master handbook to indicate the particular sections not yet published."[9]

Another aid to handling ephemeral material is a slipsheet technique. Under this plan, memoranda may be placed in a convenient pocket of a master handbook as amendments and additions are made.

For quick revision, a style which limits each article to a single page is recommended. This plan also has the advantage of providing space for instructor comments.

2. *Organization and Format.* Reference is made frequently in the literature to a logical organization of materials. Some follow a decimal system, leaving blank spaces in the system for purposes of expansion. Others choose a form of divisions, chapters, articles, sub-articles and sections in which each item is given a different section number. It is generally agreed that both tables of contents and alphabetized indexes are necessary, and that sample forms plus information concerning their use are of value, particularly to the new instructor.

Mimeographed handbooks in looseleaf form are most frequently recommended and the use of short sentences in simple English is advocated repeatedly.

3. *Development.* Logically, the faculty handbook is a cooperative venture. Although writing and editing may be assigned to a committee, the final product, if it is to serve everyone, should represent the views and experiences of the entire college family. Jones suggests, however, that one individual should be entrusted with the preparation and revision of the publication, and be given the responsibility for keeping material current.[10]

Again and again, authors stress that the faculty handbook is not a standardized publication, but a highly individualistic document for a particular institution.

If this publication is based upon the individual needs of a college, a detailed examination of handbooks in public junior colleges in California should reveal a wide variety of materials. Such analysis will also identify similarities and trends in faculty manuals.

In Chapter II, following a brief description of the method of this survey, a division-by-division discussion of the content and format of fifty-one faculty handbooks will be presented.

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[9]Turner, *op. cit.*, p. 25.
[10]Jones, *op. cit.*, p. 197.

# *Chapter II*

## *Content and Format of Faculty Handbooks*

In the pages which follow, the content and format of the handbooks analyzed in this study will be reported and discussed under the following headings:

A. CONTENT EMPHASES
B. CONTENTS TOPICALLY CONSIDERED
C. FORMAT
D. SUMMARY

The first step in the survey was the development of a master list of the 116 topics found in one or more of the fifty-one faculty handbooks. These items were then classified under eleven divisions: (1) Introduction or Preface, (2) Background — Philosophy — Organization, (3) Responsibilities of Board and Administrative Officers, (4) Responsibilities of Staff other than Administrators, (5) Extra-class Duties of Faculty, (6) Student Personnel Services, (7) Procedural Information for Faculty, (8) Professional Information for Faculty, (9) General Regulations of the College, (10) Student Body Information and (11) Miscellaneous Material.

### A. CONTENT EMPHASES.

As an aid to interpreting the content emphases of handbooks, the manuals were analyzed and a judgment reached regarding the extent ("complete," "some, but incomplete," "little, or none") to which each provides information under the headings identified above.

An examination of Table I indicates that relatively complete information was most frequently offered on "Procedural Information for Faculty" and "General Regulations of the College." Complete treatment of the following divisions were also found in substantially more than half of the manuals: "Responsibilities of Board and Administrative Officers" and "Extra-class Duties of Faculty." On the contrary, relatively little information was found regarding "Student Body Information" and "Miscellaneous Material."

*Table I.*

*Extent to Which Fifty-one California Junior College Faculty Handbooks Include Various Types of Information*

| Type of Information | Number of Handbooks Including Information | | |
|---|---|---|---|
| | Complete | Some but Incomplete | Little or None |
| Introduction or Preface | 34 | — | 17 |
| Background - Philosophy - Organization | 22 | 14 | 15 |
| Responsibilities of Board and Administrative Officers | 37 | 1 | 13 |

| | | | |
|---|---|---|---|
| Responsibilities of Staff other than Administrators | 33 | 6 | 12 |
| Extra-class Duties of Faculty | 36 | 8 | 7 |
| Student Personnel Services | 30 | 11 | 10 |
| Procedural Information for Faculty | 48 | 2 | 1 |
| Professional Information for Faculty | 17 | 25 | 9 |
| General Regulations of the College | 47 | 3 | 1 |
| Student Body Information | 16 | 22 | 13 |
| Miscellaneous Material | 13 | 34 | 4 |

In further examining the content, a tabulation was made of the frequency with which each of the 116 items referred to earlier in this chapter is found in the fifty-one handbooks. On the basis of this count, the percentage of handbooks including each topic was computed and items were arranged in rank order.

In a sense, Table II might be labeled "content of a typical handbook," for it includes all items found in half or more of the manuals. The diversity of contents in the publications here analyzed is suggested by the fact that only thirty-eight (one-third of the 116 total) items are found in as many as half of the handbooks, and only ten (nine percent of the total) in three-fourths or more of the manuals.

*Table II.*

*Items Included in Half or More of Fifty-One California Junior College Handbooks Arranged in Rank Order on Basis of Frequency of Occurrence*

| Item | Handbooks in Which Found | | |
|---|---|---|---|
| | Number | Percent | Rank |
| Admission and Attendance | 45 | 88 | 1½ |
| Table of Contents | 45 | 88 | 1½ |
| Grading System | 42 | 82 | 3 |
| Accidents (faculty and students) | 41 | 80 | 4½ |
| Audio-Visual Services | 41 | 80 | 4½ |
| Field Trips | 40 | 78 | 7 |
| Library Regulations | 40 | 78 | 7 |
| Other Absences (hardship, military, etc.) | 40 | 78 | 7 |
| Emergencies | 39 | 76 | 9½ |
| Examinations | 39 | 76 | 9½ |
| Textbooks (selection, ordering, receiving, changing, etc.) | 37 | 74 | 11 |
| Organization (charts and/or outlines) | 36 | 70 | 12 |
| Committee Assignments | 35 | 68 | 14½ |
| Guidance and Counseling | 35 | 68 | 14½ |
| Introduction to Handbook | 35 | 68 | 14½ |
| Requisitioning Process | 35 | 68 | 14½ |
| Faculty Organizations and other Professional Associations | 34 | 66 | 17½ |

*Table II. (Cont.)*

*Items Included in Half or More of Fifty-One California Junior College Handbooks Arranged in Rank Order on Basis of Frequency of Occurrence*

| Item | Handbooks in Which Found | | |
|---|---|---|---|
| | Number | Percent | Rank |
| Office Assignments and/or Hours | 34 | 66 | 17½ |
| Deans' Responsibilities | 33 | 64 | 20 |
| Meetings (faculty, division, committee, etc.) | 33 | 64 | 20 |
| Probation - Expulsion - Retention (maximum loads, working while on probation, etc.) | 33 | 64 | 20 |
| Bulletins, Bulletin Boards and Other Publications | 32 | 62 | 22 |
| Calendar (semester and/or annual) | 31 | 60 | 24½ |
| Keys (distribution and control) | 31 | 60 | 24½ |
| Sick Leave | 31 | 60 | 24½ |
| Telephone (faculty and student use, long distance calls, etc.) | 31 | 60 | 24½ |
| Parking (administration, faculty, students, visitors) | 30 | 58 | 27 |
| Insurance (faculty and/or students) | 29 | 56 | 28 |
| Class Records and Permanent Records | 28 | 54 | 30 |
| Mail (collection, distribution, assignment of boxes, etc.) | 28 | 54 | 30 |
| President's Responsibilities | 28 | 54 | 30 |
| Registrar, Business Manager, Librarian, et al. (responsibilities of) | 27 | 53 | 32 |
| Equipment and Facilities (availability and care) | 26 | 51 | 34 |
| Salary Information and/or Schedules | 26 | 51 | 34 |
| Supervision of Student Organizations | 26 | 51 | 34 |
| Duplicating and/or Printing Services | 25 | 50 | 37 |
| Equipment and Facilities (use) | 25 | 50 | 37 |
| Teaching Load Policies | 25 | 50 | 37 |

A cursory review of Table II reveals that the thirty-eight items included in half or more of the fifty-one faculty handbooks are not widely distributed among the eleven divisions under which all topics were placed. Rather, they are concentrated in three divisions, which account for more than two-thirds of the items: "Procedural Information for Faculty," "Professional Information for Faculty," and "General Regulations of the College." As a matter of fact, almost half (sixteen of the thirty-eight items) are listed under "Regulations of the College." The frequent inclusion of materials on procedural and professional information and on college regulations is consistent both with recommendations

made by authors reviewed in Chapter I and statements of presidents of junior colleges found in introductions or prefaces to faculty manuals. Further discussion of the significance of this attention given to "operational" matters will be found in the next section of this chapter.

Two content divisions ("Responsibilities of Staff other than Administrators" and "Student Body Information") have no items occurring in as many as half of the handbooks. It is interesting to speculate why none of the three topics listed under the former classification and none of the six under the latter are mentioned frequently enough to be included in Table II. It may be that items grouped under "Responsibilities of Staff other than Administrators" are not regarded as being of a general regulatory nature, and that those under "Student Body Information" are usually found in the student handbook — a frequently published booklet by junior colleges in California.

Most often found in the publications analyzed are the items: "Admission and Attendance" and "Table of Contents." Both are mentioned in forty-five of the fifty-one faculty handbooks for an eighty-eight percent frequency. The former is a procedural item to which all members of a junior college faculty give daily attention in maintaining accurate student records, and the latter is basic to the effective presentation of any sizeable publication.

*Table III.*

*Items Included in Half or More of Fifty-One California Junior College Handbooks Arranged According to Divisions in Rank Order of Occurrence*

| Divisions | Number of Items |
|---|---|
| General Regulations of the College | 16 |
| Procedural Information for Faculty | 6 |
| Professional Information for Faculty | 5 |
| Responsibilities of Board and Administrative Officers | 3 |
| Extra-class Duties of Faculty | 3 |
| Miscellaneous Material | 2 |
| Introduction or Preface | 1 |
| Background - Philosophy - Organization | 1 |
| Student Personnel Service | 1 |
| Responsibilities of Staff other than Administrators | 0 |
| Student Body Information | 0 |

B. Contents Topically Considered.

As an aid to the further analysis of the faculty handbooks included in the present study, a table was prepared classifying by divisions the 116 items found in one or more manuals and indicating the frequency with which each item occurred, as well as the percentage of handbooks in which each was found. (See Table IV, Appendix A).

1. *Introduction or Preface.* Most faculty handbooks (thirty-five of the fifty-one) open with an introduction or preface which is usually written by the college president. Ranging in length from thirty-five to three hundred and fifty words, introductions include such information as purposes of the handbook; descriptions of its organization; acknowledgements to the responsible committee for the publication; encouragements to the faculty to familiarize themselves with policies and procedures included; and requests for suggestions for improving the manual.

Representative of a brief introduction which emphasizes the value and use of a faculty manual is the following by the president of Palomar College:

> This manual is a tool — not an idol. It is a device which sets forth the philosophy, organizational framework, and the operating procedures of the college. It defines areas of responsibility and contains other information to which the faculty may wish to refer, so that the working relationships of the college will remain pleasant and satisfying to all concerned.

Thus, the introduction frequently establishes the tone for the volume by setting forth purposes and describing contents, and by inviting the faculty to use the material, while at the same time encouraging them to participate in further improving the publication. Many prefaces emphasize the value of policy and procedural information for new instructors.

2. *Background - Philosophy - Organization.* As shown in Table I, thirty-six handbooks contain some information regarding "Background - Philosophy - Organization." More specifically, nine handbooks present background descriptions; twenty-one, statements of philosophy; eighteen, objectives - purposes; and thirty-six, organization charts and/or outlines.

a. Background. Several handbooks offer descriptions of the area served: "The Greater North Area" (American River Junior College), "Wealth of District" (El Camino College), and "Community Characteristics," including "Trends in the Development of the Community," "Types of Local Industries," "Opportunities for Post-Junior College Education," "Employment of Graduates" (San Jose College) and "Territory Served by Santa Monica City College." The American River Junior College publication also presents a chronological history of the college.

The Los Angeles Harbor College manual has a section entitled: "Sociological Structure of Area Served by Harbor College." This material, included as an appendix and originally distributed as a special faculty bulletin, gives information regarding population, income, employment, building and educational status in the area served by Harbor College.

b. Philosophy. Two handbooks (Orange Coast and Palo Verde) present philosophies of instruction rather than general statements of philosophy.

A statement of general philosophy developed and adopted by the faculty is preceded by a brief section describing the college organization in the Contra

Costa College faculty handbook. The Los Angeles Trade-Technical College manual contains in an early section a trade training policy which emphasizes the development of "well-trained civic-minded mechanics" and the "improvement of those already in the craft."

The Yuba College publication contains extensive excerpts pertinent to curriculum from Leland L. Medsker's book, *"The Junior College: Progress and Prospect.*

c. Objectives - Purposes. Eighteen of the fifty-one faculty handbooks analyzed for this report provide information concerning objectives and purposes. Ranging from a brief listing to a comparatively complete discussion, these statements most frequently refer to: occupational education, general education, education for transfer, community service and guidance. These objectives and purposes, as endorsed by the California Junior College Association, are found in Chapter I of the Bakersfield College Faculty Handbook entitled "The College: Its Function and Organization." They emphasize the extent of the responsibilities to students.[11]

In addition, a number of handbooks include more specific statements on the purposes of general education usually drawn from the report of the California Study of General Education in the Junior College. Representative of these is the manual from Fresno City College which refers to moral and spiritual values; responsibilities and privileges of democratic citizenship; basic mechanical and mathematical skills as well as basic skills of writing, speaking, reading and listening; good mental and physical health; satisfactory home and family life and the development of critical thinking.[12]

In addition to the listing of other objectives and purposes, the Diablo Valley and Santa Ana handbooks provide statements of two hundred words or more on general education.

3. *Responsibilities of Board and Administrative Officers.* As was mentioned earlier, the responsibilities of deans are described more frequently (in thirty-three handbooks) than those of any other administrative officers. Closely grouped in frequency of occurrence are the responsibilites of the president; and those of the registrar, business manager, librarian, et al. (in twenty-eight and twenty-seven manuals, respectively.) Duties of division or department heads, directors, coordinators, and assistant deans are mentioned less frequently (in twenty-two, twenty-one, nineteen and fifteen manuals, respectively). Listed least often are the duties and responsibilities of vice-presidents and boards (in nine and seven handbooks, respectively). The fact that relatively few colleges have vice-presidents would account for the infrequent mention of that officer, and the lack of direct relationship between faculties and boards would, in part,

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[11] *A Restudy of the Needs of California in Higher Education* (California State Department of Education, Sacramento, California, 1955), p. 52.

[12] B. Lamar Johnson, *General Education in Action* (Washington: American Council on Education, 1952), p. [2.]

suggest why comparatively few faculty manuals mention the responsibilities of trustees.

Several manuals include statements regarding how administrators can serve staff members: "How to make use of administrators," (Antelope Valley College), and "Go to the Dean of Instruction for . . ." (Long Beach City College).

4. *Responsibilities of Staff other than Administrators.* None of the topics listed under this division is found in as many as half of the handbooks. In this connection, it is interesting to note that duties of instructors, found in twenty-four manuals, occur less frequently than those of presidents or deans (in twenty-eight and thirty-three handbooks, respectively). Representative of frequently listed faculty responsibilities are: to familiarize oneself with the philosophy of junior colleges and the objectives and purposes of this college; to meet all classes regularly and promptly; to conduct class sessions according to accepted courses of study and to use approved textbooks; to cooperate with administrators and other instructors by attending all faculty meetings and participating wholeheartedly in the work of faculty committees; to take an active part in community life; and to represent the college in community affairs when called on to do so.

The following statement, preceding a list of eighteen responsibilities, in the Fullerton Junior College Faculty Handbook is particularly appropriate for new instructors:

> In a very real sense the faculty is the College, and what the faculty does or fails to do makes Fullerton Junior College. Every faculty member should be committed to teaching as a calling, and no one should look upon teaching merely as a way of making a living. One can realize his best possibilities as a teacher only when he is committed to teaching as a means of service and a way of life.

5. *Extra-class Duties of Faculty.* The importance of extra-class duties of faculty members is suggested by the fact that each of the three items dealing with such responsibilities is included in more than half of the handbooks.

The Mount San Antonio, Stockton, Santa Ana and Allan Hancock manuals give particular attention to faculty committees. The Allan Hancock College handbook not only contains names of members, but also provides a brief explanation of the functions of each committee.

A chart in the manual published by Santa Rosa Junior College entitled, "Guidepost Sheet for Sub-Committee in Charge of Faculty Appointments to Committees," summarizes information on the eighteen college committees. Such information as size, permanent chairman, names of permanent members, number of non-permanent members and number to rotate each year is provided.

Many of the thirty-four manuals which present material concerning faculty organizations and professional associations refer to the local chapter of the California Teachers' Association. The Glendale College Faculty Handbook, for example, describes the Glendale Teachers' Association by presenting answers to the following questions: "What is it?" "Why join?" "What has it achieved?"

In the Mount San Antonio College manual is found a twelve-point policy for sponsors of student groups.

6. *Student Personnel Services.* Since the guidance function is widely accepted as one of the purposes of the junior college, it is not surprising that more than two-thirds of the manuals offer information about this basic service. At the same time, it must be kept in mind that since information concerning guidance is also typically found in the college catalog and student handbook as well as in special bulletins, committees may feel this material need not be repeated in the faculty publication.

The Los Angeles Pierce College faculty manual, under "Counseling and Guidance Information," includes a discussion of "Contacts with High Schools," "Appropriate College Aptitude and Placement Tests . . ." and "Health Service."

Manuals at Bakersfield College and San Jose City College report studies of the characteristics of students. The Bakersfield College publication contains statistics concerning enrollment, sex, age, birthplace, vocational choices, withdrawals, academic aptitudes, academic achievements, interests and personality traits and sources of students. The San Jose handbook provides information about the origins of students, their preparation before coming to college, their goals and the proportion of students in college transfer programs.

The Los Angeles Valley College handbook is one of the few which describe the use of test scores.

7. *Procedural Information for Faculty.* Forty-eight of the fifty-one manuals provide relatively complete treatment of "Procedural Information for the Faculty." (See Table I). In this division, most frequent mention is given to: "Admission and Attendance," "Class Records and Permanent Records," "Examinations," "Grading System," "Office Assignments and/or Hours," and "Requisitioning Process."

A number of colleges include reports of research and discussions of varied topics. Some of these which concern teaching are: "At What Level Do You Teach?" (Imperial Valley College), "Good Housekeeping," (San Diego Junior College), "What Students Expect of Their Instructors" (Imperial Valley College), "Characteristics of Poor Teachers" (Palo Verde College), "A Guide for Evaluating Papers in Junior College English Classes" (Imperial Valley College), "Qualities of Good Teaching" (Citrus College), "Operational Policy Regarding the Nature of Our Responsibility to Students Who Can Profit from Instruction" (Diablo Valley College), "The Improved Lecture" (Imperial Valley College),and "Rank Order of Causes of Unsatisfactory Performance Among Beginning College Teachers" (Cabrillo College and San Bernardino Valley College).

In the faculty handbook of the College of San Mateo is a special section entitled "Attendance Manual," for which the college president has written a foreword emphasizing the importance of attendance and attendance accounting.

The Yuba College manual presents a procedural explanation of various IBM cards used in reporting attendance, grading and other processes. Problems

and solutions of grading are discussed in the Palo Verde College publication under the intriguing heading "How about Grades?" Definitions of letter grades and discussions of grading standards are provided in several manuals, including that of San Jose City College.

8. *Professional Information for Faculty.* Five items in this section are found in half or more of the manuals analyzed: "Insurance (faculty and/or student)," "Teaching Load Policies," "Salary Information and/or Schedules," and "Sick Leave."

Eighteen manuals contain salary schedules, while eight others have salary information other than schedules. The Sierra College publication presents district salary schedules for all types of employees together with a compilation of compensations for extra services.

Twenty-five handbooks report policies regarding teaching load. In the Riverside City College and Santa Barbara City College booklets, for example, teaching load is specifically defined for subject matter areas.

Material concerning budgets usually consists of statements of procedures to be followed by instructors in depositing and withdrawing money from student body accounts, or when making vouchers for money or requisitions for supplies or equipment from general funds. The Citrus College handbook is one of the few which contain a copy of departmental budgets.

Several manuals refer to in-service training programs, one example of which is: "Reading List for In-service Training of the College Teacher" (San Bernardino Valley College).

In the area of teacher evaluation and credentialing, the El Camino College publication provides descriptions of requirements for the various California teaching credentials, and also includes a form used in evaluating faculty members at the college.

9. *Regulations of the College.* As was noted in the discussion following Table I, "General Regulations of the College" received more attention than any other section of the manuals. Sixteen of the thirty-eight items found in fifty percent or more of the handbooks, and therefore included in what might be called a "typical" handbook, are contained in this section.

Emphases on general regulatory matters vary from institution to institution according to specific problems or needs of the college service area. For example, Stockton College and City College of San Francisco, serving highly industrialized areas, place in their manuals detailed information concerning defense alerts and emergency procedures.

Information for faculty concerning mail and telephone service and bulletins and other publications is provided by the Los Angeles City College handbook under the section heading "Faculty Communications." In the Hartnell College publication, a complete scheduling of faculty, instructional council and departmental meetings is given for the entire year.

The College of Sequoias manual contains a substantial section on the library and its services to instructors and students. The College of San Mateo publica-

tion provides a list of meetings for which faculty members may apply for travel reimbursement and for which they may earn professional credit toward advancement on the salary schedule.

10. *Student Body Information.* Information concerning the affairs and activities of the student body is almost entirely lacking in thirteen of the fifty-one faculty handbooks, and is relatively limited in twenty-two others. Furthermore, no item in this classification is found in as many as half of the handbooks. (See Table II). Since practically all junior colleges have student as well as faculty manuals, it is quite natural that many avoid the duplication of information on student government in both publications.

Notable, however, in this section is the information provided in the Fresno City College publication under the title "Students and Student Activities." Material presented includes "Philosophy of Student Government," "Regulations Governing Student Organizations Funds," "Student Activity Schedule" and "Solicitation of Funds."

As an appendix item, Imperial Valley College handbook includes certain citations from the State of California Education Code: "Documents Bearing upon Student Conduct." The Allan Hancock College faculty booklet also contains excerpts from the Code: "Destruction of School Property." "Membership in Secret Societies," "Hazing," and "Attendance and Behavior."

Both Coalinga College and Vallejo Junior College manuals have information on athletics. The most detailed statement in this area is found in the Coalinga publication: "Statement Basic to All Athletic Scheduling." The Vallejo handbook reports policies concerning insurance, physical examinations for athletes and budgets.

11. *Miscellaneous Material.* Practically all California public junior college faculty handbooks provide information under one or more of the twelve topics listed as "miscellaneous." Only two items, however, are mentioned frequently enough to be included in the "typical" manual: "Calendar (semester and/or annual)" and "Tables of Contents."

Writers generally agree that sample forms and information explaining their use are valuable, particularly for new faculty. Nineteen of the manuals contain such forms as attendance cards, grade sheets, personnel records and requisitioning and purchasing blanks. In some, this type of material is scattered in various sections, while in others, forms and explanations of forms are placed in appendices. Compton, Diablo Valley, East Los Angeles and Citrus manuals are examples of those having a large number of sample forms with accompanying explanations.

Fourteen of the fifty-one publications discuss public relations; "Community Relations Policy" (American River Junior College) and "Public Relations" (Ventura College) are two examples.

Several faculty handbooks contain codes of ethics for faculty members: "The Teacher's Code" — California Teacher's Code (Glendale College), "Code

of Ethics for Administration and Faculty" (Antelope Valley College), "Code of Professional Ethics of the National Education Association" (Coalinga College) and "Code of Ethics of the National Education Association" (Santa Barbara City College).

Manuals from Orange Coast, Cerritos and Palo Verde are among the eleven which discuss curriculum development.

In forty-one handbooks, names of staff members are included. A few present single alphabetical listings of the entire administrative and instructional staffs. In most cases, however, the names of individuals are classified under their particular assignments.

Ordinarily, materials listed under "miscellaneous" are found in the last section of manuals. There are, however, exceptions. Santa Monica, Stockton, Vallejo, Antelope Valley and Reedley, for example, include the calendar and related information at the opening of their handbooks.

Information for extended day and/or non-certified personnel is provided in special sections in a few manuals, most frequently at the conclusion. The Los Angeles Pierce College handbook (day division) contains a supplement of material taken from the Extended Day Division booklet for the so-called "day division" instructors who are assigned to teach in "extended day" programs.

It is interesting to note that at least two colleges, Oceanside-Carlsbad and Ventura, do not use bells to denote the change of classes.

C. FORMAT.

Many of the handbooks analyzed for this report have individualistic covers, some, no doubt, designed by art departments. Only one, however, that of Fullerton Junior College, places a photograph — a campus scene — on the cover. The Los Angeles Trade-Technical publication is the only other which contains photographs, in this case, pictures of administrative officers.

All but two manuals are mimeographed or duplicated. Pasadena City College and Los Angeles Trade-Technical College have printed books. Twenty-nine are held together by metal clasps, nine each by plastic clasps and staples, and four by ring binders.

Although the term "faculty handbook" is generally used, there are again exceptions. The Reedley school district publication, serving both the high school and college facilities, is designated "Rules and Regulations," and is heavily documented with board policy statements. The Santa Barbara City College publication is entitled "Faculty Manual."

Colored paper is commonly used to emphasize certain materials. For example, the concluding section of the Long Beach City College manual, which provides policies for the extended day faculty, is duplicated on orange paper.

Forty-five of the fifty-one handbooks reviewed have tables of contents. Fifteen have indices (highly recommended by writers in the field), one, an index only, and five have neither tables of contents nor indices.

The length of these fifty-one publications varies from twenty-three to 115 pages.

D. SUMMARY.

In this chapter, an analysis of the content and format of fifty-one California public junior college handbooks has been reported. The frequency with which 116 items occur in the manuals has been noted and particular attention has been directed to the thirty-eight topics found in half or more of the publications surveyed.

Chapter III will present the conclusions of this study and suggestions for further investigation.

# *Chapter III.*
# *Conclusion*

California public junior college faculty handbooks (for certified regular-day faculty) are highly individualistic. Like catalogs or bulletins, they reflect the "personalities of the communities served by colleges."

Manuals surveyed were strikingly similar in the type of procedural and professional information and general regulatory material provided, but were dissimilar in other content areas. Topics classified under "General Regulations of the College" were, by a wide margin, most often mentioned, and items listed under "Responsibilities of Staff other than Administrators" and "Student Body Information"were least frequently included.

With respect to format, all but two of the fifty-one handbooks were mimeographed, and these two were printed.

Although faculty manuals from other colleges may provide suggestions, final decisions regarding content and format must be made by each particular college with constant reference to the basic purposes of its publication. Paraphrasing Lombardi's suggestion quoted in Chapter I, decisions should be reached by answering this question: Of what value is this material to the group or groups for which the handbook is designed?

The present survey suggests the possibility of additional studies. Further analysis of handbooks, for example, would be useful in identifying the procedures followed by California public junior colleges in any one of the wide variety of areas which are treated in faculty manuals — ranging from admission to withdrawal.

Also needed are investigations of the use to which handbooks are put. Much time and energy are given to the preparation of these publications. Evidence is needed regarding the extent to which they are utilized, the value of such use and factors which impede or enhance the usefulness of faculty handbooks.

It seems appropriate to stress the fact that a faculty handbook is developed by and for members of a single staff. The most voluminous publications are not necessarily the most effective, neither are the smallest the least successful. The effectiveness of such a manual must be judged only in terms of its value to the particular institution for which it is designed.

# *Appendix A.*

## *Table IV.*

*Frequency With Which 116 Items are Included in Fifty-One California Public Junior College Faculty Handbooks*

| Item | Handbooks in which Found | |
|---|---|---|
| | Number | Percent |
| **INTRODUCTION OR PREFACE** | | |
| Introduction to Handbook | 35 | 68 |
| **HISTORY - PHILOSOPHY - ORGANIZATION** | | |
| Background | 9 | 17 |
| Philosophy | 21 | 41 |
| Objectives - Purposes | 18 | 35 |
| Organization (charts and/or outlines) | 36 | 70 |
| **RESPONSIBILITIES OF BOARD AND ADMINISTRATIVE OFFICERS** | | |
| Board | 7 | 13 |
| President | 28 | 54 |
| Vice President(s) | 9 | 17 |
| Director(s) | 21 | 41 |
| Dean(s) | 33 | 64 |
| Assistant Dean(s) | 15 | 28 |
| Coordinator(s) | 19 | 37 |
| Division or Department Heads | 22 | 43 |
| Registrar, Business Manager, Librarian, et al. | 27 | 53 |
| **RESPONSIBILITIES OF STAFF OTHER THAN ADMINISTRATORS** | | |
| Counselors | 18 | 35 |
| Regular Faculty | 24 | 47 |
| Non-certified Personnel (other employees) | 9 | 17 |
| **EXTRA-CLASS DUTIES OF FACULTY** | | |
| Committee Assignments | 35 | 68 |
| Faculty Organizations and other Professional Associations | 34 | 66 |
| Supervision of Student Organizations | 26 | 51 |

*Table IV. (Cont.)*

*Frequency With Which 116 Items are Included in Fifty-One California Public Junior College Faculty Handbooks*

| Item | Handbooks in which Found | |
|---|---|---|
| | Number | Percent |
| **STUDENT PERSONNEL SERVICES** | | |
| Bookstore | 23 | 45 |
| Cafeteria (snack bar and concessions) | 19 | 37 |
| Employment (placement) | 23 | 45 |
| Guidance - Counseling | 35 | 68 |
| Health | 22 | 43 |
| Testing Program | 18 | 35 |
| **PROCEDURAL INFORMATION FOR FACULTY** | | |
| Admission and Attendance | 45 | 88 |
| Change in Program, Grades, etc. | 20 | 39 |
| Check out (end of semester or year) | 9 | 17 |
| Class Assignments | 13 | 25 |
| Class Records and Permanent Records | 28 | 54 |
| Course Outlines | 10 | 19 |
| Examinations | 39 | 76 |
| Grading System | 42 | 82 |
| Inventory (reporting and control) | 8 | 15 |
| Office Assignments and/or Hours | 34 | 66 |
| Registration | 23 | 45 |
| Reports (semester or annual) | 17 | 33 |
| Requisitioning Process | 35 | 68 |
| Secretarial, Laboratory, Library and other Assistance | 17 | 33 |
| Withdrawal - Dropouts | 22 | 43 |
| **PROFESSIONAL INFORMATION FOR FACULTY** | | |
| Bereavement Leave | 13 | 25 |
| Budget Information | 9 | 17 |
| Conferences and Conventions | 13 | 25 |
| Copyright Regulations | 4 | 8 |
| Credentials | 17 | 33 |
| Credit Union | 7 | 13 |
| Evaluation | 18 | 35 |
| Insurance (faculty and/or students) | 29 | 56 |
| Maternity Leave | 5 | 10 |
| Other Absences (hardship, military, etc.) | 40 | 78 |
| Political Activities (controversial issues) | 12 | 23 |
| Resignation | 6 | 11 |
| Retirement | 15 | 28 |

*Table IV. (Cont.)*

*Frequency With Which 116 Items are Included in Fifty-One California Public Junior College Faculty Handbooks*

| Item | Handbooks in which Found | |
|---|---|---|
| | Number | Percent |
| Sabbatical Leave | 18 | 35 |
| Salary Information (other than schedules) | 8 | 15 |
| Salary Schedule(s) | 18 | 35 |
| Sick Leave | 31 | 60 |
| Substitute Instructors | 20 | 39 |
| Teaching Load Policies | 25 | 50 |
| Tenure | 13 | 25 |
| Tutoring - Private Instruction | 9 | 17 |
| Vacations | 4 | 8 |
| GENERAL REGULATIONS OF THE COLLEGE | | |
| Academic Standards | 8 | 15 |
| Accidents (faculty and students) | 41 | 80 |
| Assemblies | 13 | 25 |
| Audio-Visual Services | 41 | 80 |
| Auditing (policy governing student auditors) | 7 | 13 |
| Bulletins, Bulletin Boards and other Publications | 32 | 62 |
| Custodial Services | 19 | 37 |
| Duplicating and/or Printing Services | 25 | 50 |
| Emergencies | 39 | 76 |
| Equipment and Facilities (availability and care) | 26 | 51 |
| Equipment and Facilities (use) | 25 | 50 |
| Field Trips | 40 | 78 |
| Foreign Students | 7 | 13 |
| Graduation Requirements and Commencement Information | 21 | 41 |
| Housing (faculty and/or student) | 10 | 19 |
| Keys (distribution and control) | 31 | 60 |
| Laws of the State and/or Education Code References | 2 | 4 |
| Library Regulations | 40 | 78 |
| Loans (faculty and students) | 11 | 21 |
| Lost and Found | 14 | 27 |
| Mail (collection, distribution, assignment of boxes, etc.) | 28 | 54 |
| Meetings (faculty, division, committee, etc.) | 33 | 64 |
| Parking (administration, faculty, students, visitors) | 30 | 58 |

*Table IV. (Cont.)*

*Frequency With Which 116 Items are Included in Fifty-One California Public Junior College Faculty Handbooks*

| Item | Handbooks in which Found | |
|---|---|---|
| | Number | Percent |
| **GENERAL REGULATIONS OF THE COLLEGE (Cont.)** | | |
| Probations - Expulsion - Retention (maximum loads, working while on probation, etc.) | 33 | 64 |
| Publicity (control of) | 22 | 43 |
| Scholarships and Honors | 17 | 33 |
| Summer School | 11 | 21 |
| Telephone (faculty and student use, long distance calls, etc.) | 31 | 60 |
| Transportation (student activities) | 21 | 41 |
| Travel (faculty) | 15 | 28 |
| Textbooks (selection, ordering, receiving, changing, etc.) | 37 | 74 |
| Vendors | 8 | 15 |
| Veterans | 16 | 31 |
| **STUDENT BODY INFORMATION** | | |
| Athletics (intra-college and intermural) | 20 | 39 |
| Clubs and Organizations | 15 | 28 |
| Conduct - Discipline | 15 | 28 |
| Constitution and/or Bylaws | 1 | 2 |
| Dress | 5 | 10 |
| Financial Policies | 18 | 35 |
| Government (philosophy and/or description) | 10 | 19 |
| **MISCELLANEOUS MATERIAL** | | |
| Appendices | 23 | 45 |
| Calendar (semester and/or annual) | 31 | 60 |
| Code of Ethics for Faculty | 4 | 8 |
| Curriculum Development (revisions, additions, etc.) | 11 | 21 |
| Curriculum Offerings | 1 | 2 |
| Directory of Administration and/or Faculty | 23 | 45 |
| Forms (attendance, grade, personal record, etc.) | 19 | 37 |
| Indices | 15 | 28 |
| Maps | 6 | 11 |
| Public (community) Relations | 14 | 27 |
| Schedules of Classes and/or Events | 23 | 45 |
| Tables of Contents | 45 | 88 |

# *Appendix B.*

## COLLEGES WHOSE HANDBOOKS WERE ANALYZED

Allan Hancock College
American River Junior College
Antelope Valley College
Bakersfield College
Cabrillo College
Cerritos College
Citrus College
City College of San Francisco
Coalinga College
College of San Mateo
College of the Sequoias
Compton College
Contra Costa College
Diablo Valley College
El Camino College
Fresno City College
Fullerton College
Glendale College
Hartnell College
Imperial Valley College
Long Beach City College
East Los Angeles College
Los Angeles City College
Los Angeles Harbor College
Los Angeles Metropolitan College of Business
Los Angeles Pierce College
Los Angeles Trade-Technical College
Modesto Junior College
Mount San Antonio College
Oakland City College
Oceanside-Carlsbad College
Orange Coast College
Palomar College
Palo Verde College
Pasadena City College
Reedley College
Riverside College
Sacramento City College
San Bernardino Valley College
San Diego Junior College
San Jose City College
Santa Ana College
Santa Barbara City College
Santa Monica City College
Santa Rosa Junior College
Sierra College
Stockton College
Vallejo College
Ventura College
Yuba College

# *Appendix C.*

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